

Introduction to Cooperative Learning

Ohio Community College System

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Discussion

Rank on a scale from **1 to 6** how important the following skills are in the workplace:

1. Professionalism & Work Ethic
2. Teamwork Collaboration
3. Oral Communications
4. Critical Thinking/Problem Solving
5. Written Communications
6. Ethics & Social Responsibility

Discuss your ranking with your neighbor.

Ranked as “very important” by 2 year college & tech school graduates

1. Professionalism & Work Ethic	83.4%
2. Teamwork Collaboration	82.7%
3. Oral Communications	82.0%
4. Critical Thinking/Problem Solving	72.7%
5. Written Communications	71.5%
6. Ethics & Social Responsibility	70.6%

2006 REPORT: “Are they ready to work?” Employers Perspectives on the Basic Knowledge and Applied skills of New entrants into the 21st century workforce”

Seven Survival Skills to close the Global Achievement Gap

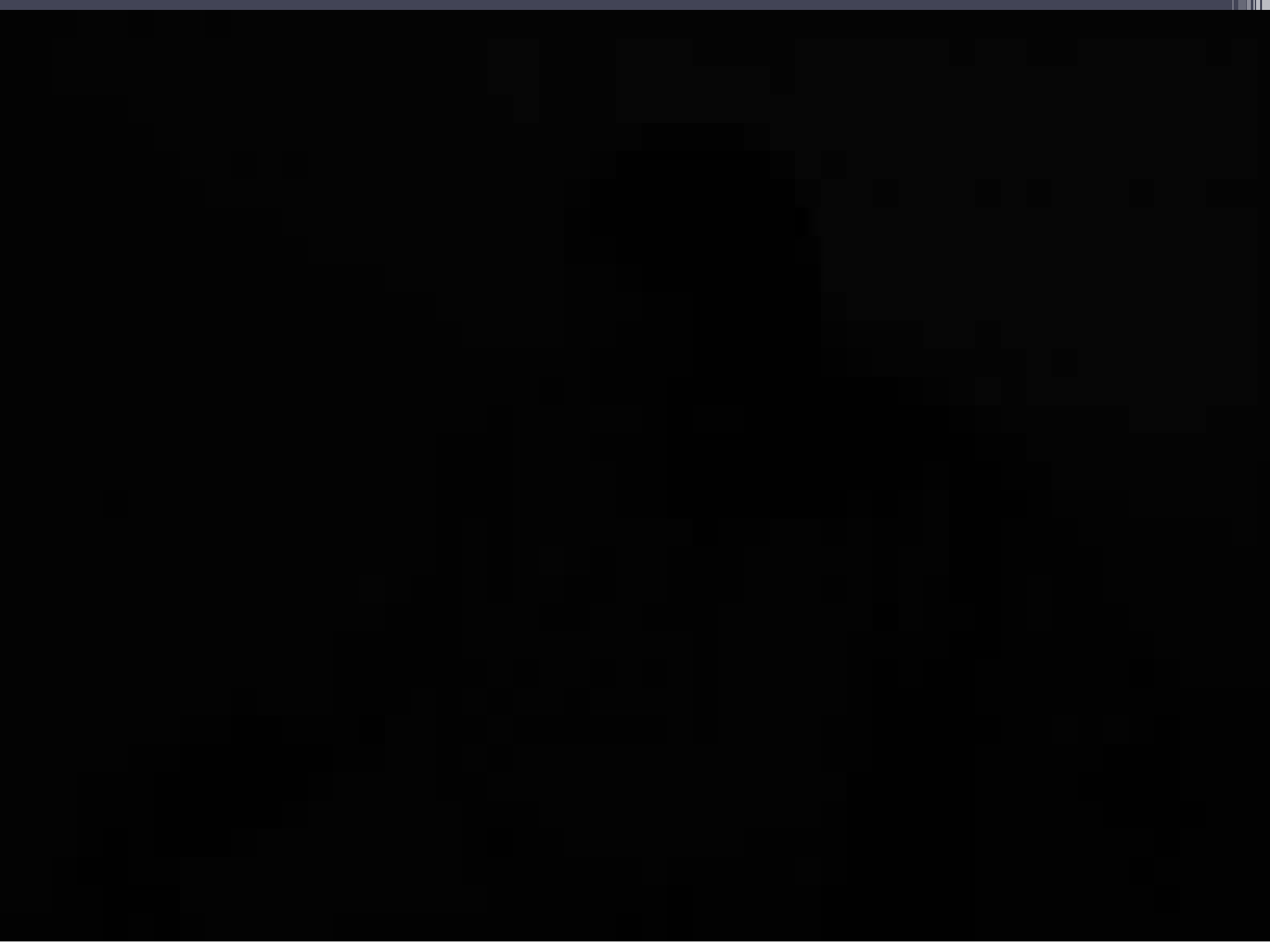
- Critical thinking and problem solving
- Collaboration across networks and leading by influence
- Agility and adaptability
- Initiative and entrepreneurship
- Oral and written communication
- Accessing and analyzing information
- Curiosity and imagination

Tony Wagner—Change Leadership Group (CLG)
Harvard Graduate School of Education

*I will pay more for the ability to
work with people than any other
ability under the sun.*

John D. Rockefeller





Cooperative Learning Toolbox

**Keep up with your
personal take-aways!**



Data Highlights through 2010/2011: Achieving the Dream Cohort

- 27.6% increase in students who successfully completed gateway English courses over the last four years
- 77.6% increase in students who were referred to and successfully completed all developmental writing courses within one year of enrollment over the last four years
- 26.7% increase in students who attained a credential or transferred within two years over the last four years
- 13.5% increase in students who were referred to and successfully completed all developmental math courses within one year of enrollment over the last four years



ACTIVE LEARNING WORKS!

Two Year Completion
Rates

+ 30%

Fall-To-Fall Persistence
Rates

+ 26%

With your two o'clock partner....

- Take turns listing roadblocks that might discourage instructors when trying to implement Cooperative Learning.
- Think of as many different roadblocks as you can in one minute... **prizes are involved!**

Boggle



Roadblocks



- I cannot cover all the material
- Student Slackers
- One student does all the work
- Class is too large
- Students are unprepared for effective group learning
- Students do not like CL

Group Work is Not CL!!!

Cooperative Learning

- Group effort required
- Students may be evaluated as a group
- Students are accountable to each other
- Social skills are improved
- Emphasis on process and product

Group Work

- Little joint effort required
- Students evaluated individually
- Minimal interaction
- Helping and sharing are minimal
- More “free-riders”
- Emphasis on product

Types of Cooperative Groups

- Base Groups
- Formal
- Informal



Base Groups

Definition: Long-term, heterogeneous groups with stable membership.



Purpose & Uses of Base Groups

- Provide support, encouragement, and assistance in completing assignments.
- Hold one another accountable for learning tasks
- Ensure all members are making academic progress.
- **Uses:** homework check, answer questions from assignments, collect materials for absent member, social support, “celebrate progress!”

Informal Cooperative Groups

Definition: temporary, ad-hoc groups lasting from a few minutes to one class period.

Uses and examples are almost limitless!



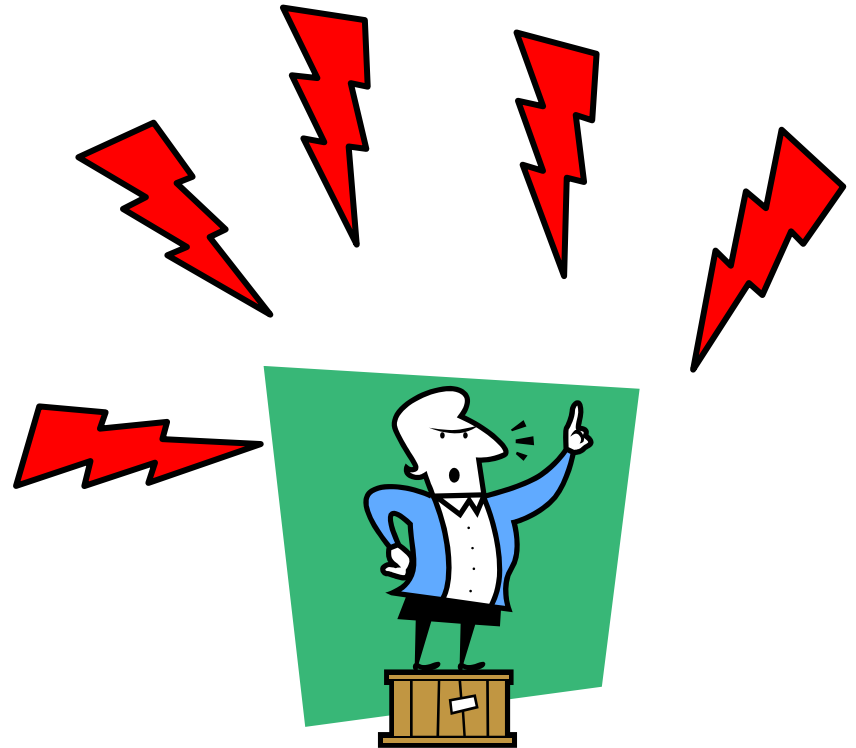
Informal Cooperative Learning

- Group size usually consists of two members, sometimes three.
- Group member roles could be:
 - **Writer/Reader, Coach/Player, Compare/Contrast**
 - **Roles should be reversed periodically**
- Grouping methods could be:
 - **Turn to your neighbor (use sparingly)**
 - **Appointment Clock**
 - **“I have, who has” related terms, definitions or compound words**
 - **Playing cards**

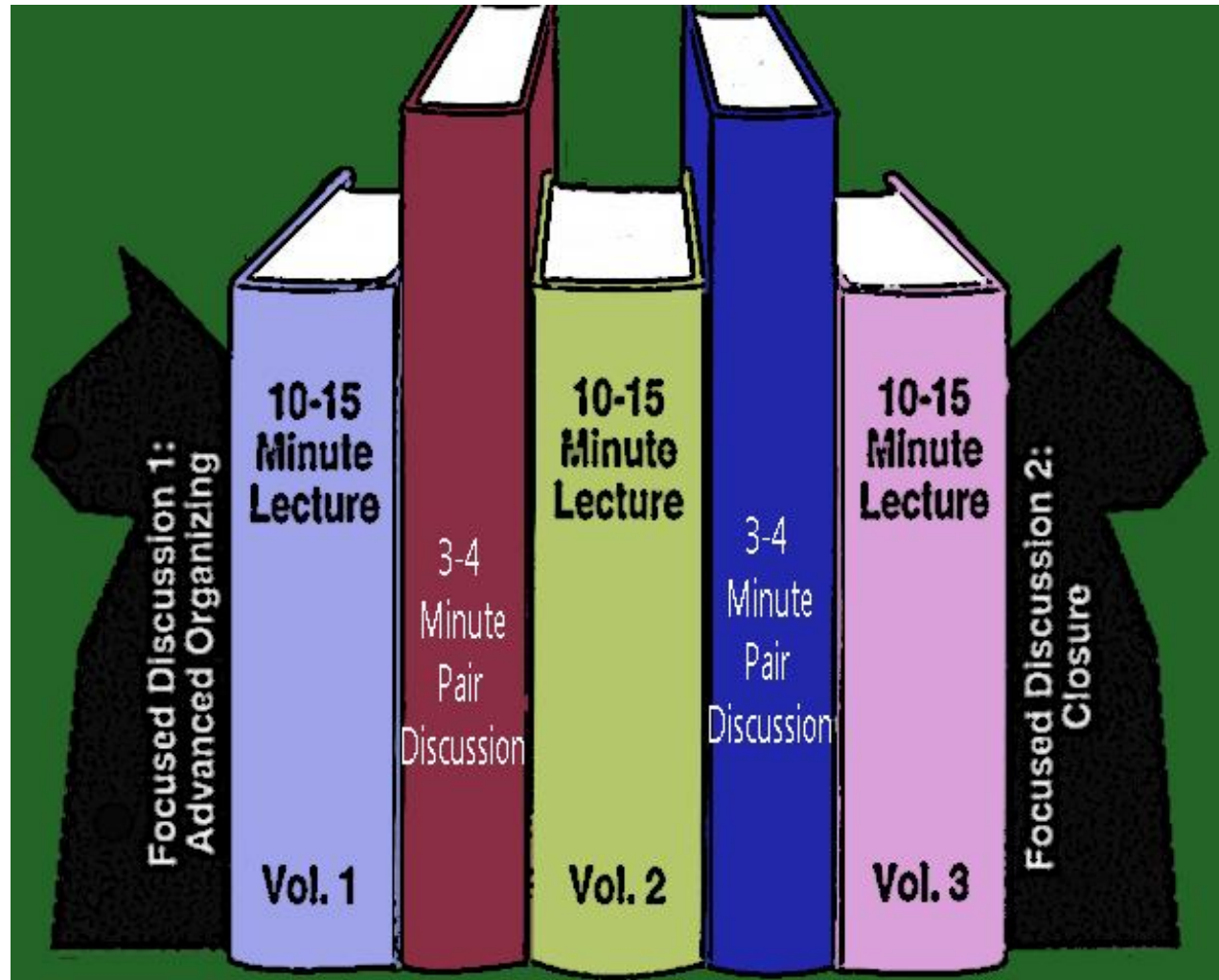
 - **HO: Prepositional Phrases**

The Cooperative Lecture

- You're still in control!
- You just step off the stage occasionally
- Lectures of no more than 15 minutes



Cooperative Lecture Bookshelf



Lecture Busting with Informal Cooperative Learning

- Focus discussion question
- Pairs come up with questions on assigned reading
- Paper preparation pairs
- Coach/player practice pairs
- Discussion pairs/slide
- Turn to neighbor summaries
- Pair/triad note share
- Read & explain pairs
- Concept introduction
- Discussion, writing, or review pairs

Formal Cooperative Groups

Definition: groups that last from one class period to several weeks.

Uses:

- Large Group Projects
- Group Presentations
- Group Papers
- Research Projects



Example of a Formal Group Activity

- Group your students by major (split if necessary)
- Three to four in a group
- Have the group research how writing is used in both the courses in their major and in their future career
- The group decides how to divide up responsibilities
- Group prepares a presentation (PowerPoint or report)

Problem Student Case Study

“Your cooperative groups are working on long-term projects which will end with presentations to the class. You have given them class time to plan and organize. One group is upset because Stella, one of the members, is a chronic absentee. She is continuing to attend school but only 2-3 days a week, and she has not done any of the work the group has asked her to do. Since part of the grade will be based on how well everyone in the group participates, the group is afraid that Stella will bring down the group grade. They want Stella out of the group.”

HO: case study

In Your Group...

RANK THE RESPONSES

FROM 1 (FIRST) TO 6 (LAST)

1. Let the group decide what they want to do.
2. You sit down with the group (without Stella) and discuss some ways to get Stella involved at this time.
3. You sit down with the entire group (Stella, too) and set some firm guidelines for continued participation.
4. You call Stella in your office only and discuss why she needs to participate in the group.
5. You allow Stella to work alone and do a presentation by herself.
6. You (instructor) remove Stella out of the group, resulting in a 0 for Stella, since this is a “group” presentation



5 Elements of a Cooperative Lesson

Cooperative Lesson

Positive Interdependence

Individual Accountability

Group Processing

Social Skills

Face to face interaction

PIG'S Face

Positive Interdependence

“All for one and one for All”

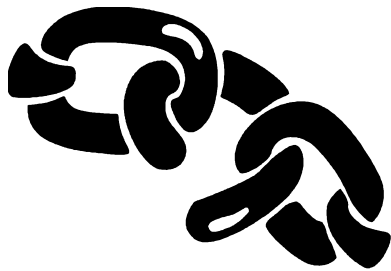


“We instead of Me”

The easiest way to structure PI is to have a single group goal

Individual Accountability

What we do together today, we can do alone tomorrow.



Individual Accountability

The performance of each individual is assessed with the results compared against a standard of performance. Each team member is held responsible for contributing his or her fair share to the group's success.

The easiest way to structure this is to call on one person from the group to explain the material.

Others: individual tests, papers, team sign-off



Examples of IA

- Group size
- Individual test
- Random oral exams
- Assigning each member a role
- Teach what they learned to someone else
- Spot check for understanding
- Edit each other's work
- Solve a different problem
- Peer evaluation of group

Mother to Son

Roles: reader, hawk, eagle

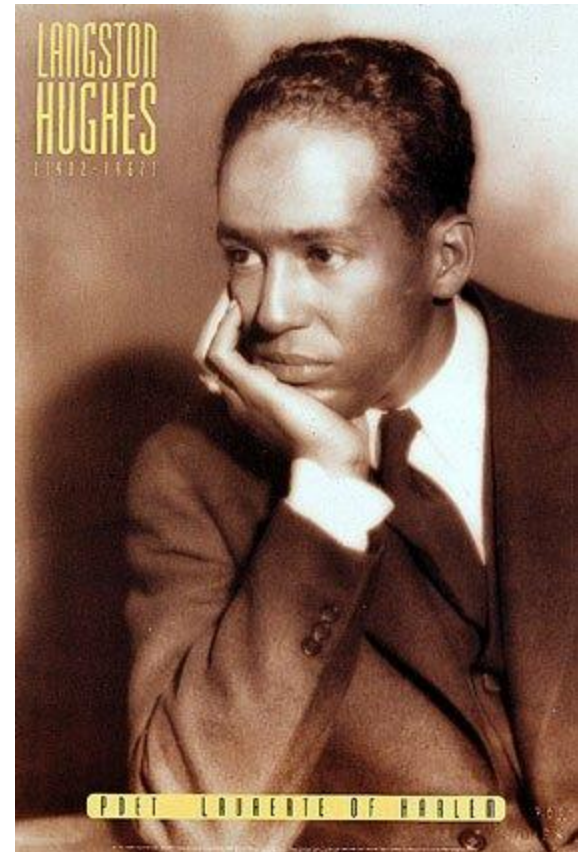


Mother to Son

- The Reader reads the poem to the group with all the requisite emotion and drama
- The Group identifies the three most important words in the poem and why they chose those three words
- Hawks fly to another group, share, then return to the nest
- Eagles fly to a different group, share, then return to the nest
- The Group refines their choice of three words

Mother to Son: CL Analysis

- What is the PI?
- What is the IA?



Purpose of Cooperative Learning: To get the best process and product

“The more students liked to work cooperatively and the more they perceived positive goal interdependence and resource interdependence between them and their classmates, the more they perceived the classroom climate as being both academically and personally supportive and enhancing.”

“The effect of prolonged implementation of cooperative learning on social support within the classroom.” *Journal of Psychology* (119 (5), 405-411.

**Questions?
Comments?**





www.scaleinstitute.com

Taking Teamwork to Another Level